PROPOSAL TO REQUIRE MIDTERM GRADE REPORTING
FOR FIRST & SECOND YEAR STUDENTS

I. Midterm Grades

Require instructors to submit grade rosters reflecting midterm grades for all first and second year students in all undergraduate courses.

1. Procedure:
   a) Grade rosters will be generated by the Registrar’s Office for first and second year students in all courses. (We’ve met with Registrar and they are ready and able to do this)
   b) These rosters would be sent to all instructors along with the complete class rosters that are already distributed as part of the roster “clean-up” process.
   c) Instructors would then record grades for the students listed and submit those grades to the registrar’s office in the same way that they would at the end of the semester.
   d) Grades would be available to students via call in system and advisors in SIS.

2. Rationale:
   a) Faculty and staff involved in advising undergraduate students recognize that early academic intervention is key to improving student academic success and retention.
   b) Instructors are already required to assess students’ progress by midterm.
   c) Advisors can better assist students in making decisions about future courses and whether or not to withdraw from current classes if they have information provided by the instructional staff as opposed to that provided by the student.
   d) Formalizing the midterm assessment process will increase awareness on the part of the student body of the importance of consistent academic performance.

3. Senate Record Change:
   Current:
   5.1.0.1 By the last day of class before the midterm withdrawal date, all teachers must inform the undergraduate students in their courses of their current progress based on the criteria in the syllabus. (US: 2/14/94; US 4/10/00)

   Proposed:
   By the ninth week of the fall and spring terms (specific date to be determined each term by the University Registrar), all instructors must inform the undergraduate students in their courses of their current progress based on the criteria in the syllabus and submit to the Registrar’s Office midterm grade rosters for students who have earned less than 60 hours.
Issues Raised Thus Far:

a) Instructors will need to be clear to students about what the midterm grade means...what percentage of the final grade it signifies and what time period of the term the grade represents. Need to decide if midterm grades should only be available to students for a limited period of time so that students do not mistakenly believe that they still have a particular grade after further evaluation activities take place.

b) Although instructors are required to provide students with information about their progress at midterm, reporting grades will be time consuming, especially for instructors that teach a lot of students with little departmental support (i.e., 300 students with no TA). Need to make sure that deans & department chairs are aware of and supportive of this extra effort.

c) Midterm is still too late for intervention; instructors should be encouraged to “teach” evaluative behaviors earlier in the term with sample test questions, etc. prior to midterm.

d) Conversely, some faculty may insist that students have to take responsibility for their own learning and midterm grades should continue to be calculated by the student. Some might argue that this policy further “coddles” students. Need to educate instructional staff regarding cognitive development of students and positive effects of helping students learn to evaluate their own learning, especially during first and second year of study.